59. By 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills[11] that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of 'literate' versus 'illiterate', but as a continuum of proficiency levels. The required levels, and how people apply reading and writing skills, depend on specific contexts. Particular attention should be paid to the role of learners' first language in becoming literate and in learning. Literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. Numeracy provision, an area that requires strengthening, should be part of literacy programmes. ICT, particularly mobile technology, holds great promise for accelerating progress towards this target.

60. Indicative strategies:

- Establish a sector-wide and multisector approach for formulating literacy policy and plans, as well as for budgeting, by strengthening collaboration and coordination among relevant ministries, including those dealing with education, health, social welfare, labour, industry and agriculture, as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.

- Ensure that literacy and numeracy programmes are of high quality according to national evaluation mechanisms, tailored to learners' needs and based on their previous knowledge and experience. This requires paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups, and linking and integrating such programmes with skills development for decent work and livelihood as essential elements of lifelong learning.

- Scale up effective adult literacy and skills programmes involving civil society as partners, building on their rich experience and good practice.

- Promote the use of ICT, particularly mobile technology, for literacy and numeracy programmes.

- Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. This will require defining proficiency across a range of contexts, including skills at work and in everyday life.

- Establish a system to collect, analyse and share relevant and timely data on literacy levels and literacy and numeracy needs, disaggregated by gender and other indicators of marginalization.

> **Target 4.7:** By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

61. In a globalized world with unresolved social, political, economic and environmental challenges, education that helps building peaceful and sustainable societies is essential. Education systems seldom fully integrate such transformative approaches, however. It is vital therefore to give a central place in Education 2030 to strengthening education's contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health.

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11 A person is defined as 'functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development'. (UNESCO. 2006. EFA Global Monitoring Report 2006 –Literacy for Life, p. 154 http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf.)

62. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD)[12] and global citizenship education (GCED),[13] which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO's Member States indicate that they have, for example, integrated ESD into relevant policies [xxxiv].

63. Indicative strategies:

- Develop policies and programmes to promote ESD and GCED and bring them into the mainstream of formal, non-formal and informal education through system-wide interventions, teacher training, curricular reform and pedagogical support. This includes implementing the Global Action Programme on ESD[14] and addressing themes such as human rights, gender equality, health, comprehensive sexuality education, climate change, sustainable livelihoods and responsible and engaged citizenship, based on national experiences and capabilities.

- Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies.

- Develop and disseminate good practices on ESD and GCED within and between countries to better implement education programmes and enhance international cooperation and understanding.

- Promote participatory programmes for learners and educators related to ESD and GCED to engage in their communities and society.

- Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity, while emphasizing the importance of respect for human rights.

- Support the development of more robust assessment systems for ESD and GCED to assess cognitive, socio-emotional and behavioural learning outcomes, using existing and proven tools when possible, identifying needs for the development of new tools and including a broad range of countries and regions, taking into account the work of the UNESCO Institute for Statistics (UIS) and other partners.

- Promote an interdisciplinary, and if necessary, multi-stakeholder approach to ensure ESD and GCED at all levels and in all forms of education, including through human rights education and training, promoting a culture of peace and non-violence.

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12 ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. (UNESCO. 2014. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. http://unesdoc.unesco.org/images/0023/002305/230514e.pdf.)

13 GCED aims to equip learners with the following core competencies: a) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues; c) non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and d) behavioural capacities to act collaboratively and responsibly, and to strive for collective good. (UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education – An Emerging Perspective.
http://unesdoc.unesco.org/images/0022/002241/224115E.pdf.)

14 Endorsed by the UNESCO General Conference (37 C/Resolution 12) and acknowledged by the UN General Assembly (A/RES/69/211) as follow-up to the UN Decade of ESD.